

## **MAXIMIZE LEARNING WITH GRAPHIC ORGANIZERS**

### **SUPPORT INSTRUCTIONAL PRINCIPLES (The big ideas)**

- Identify big ideas (enduring understandings) to be taught.
- Understand the type of thinking required to process a principle.
- Select organizers that promote that type of thinking.

### **TEACH DEVELOPMENTALLY APPROPRIATE SKILLS**

- Progress from simple to complex thought processes.
- Progress from concrete to complex abstract input for organizers.
- Progress toward individual competence in use of organizers.
- Preclude use of organizers with needed readiness activities.
- Model progressive development of language to support the thought processes.

### **PLAN FOR ACTIVE INVOLVEMENT OF ALL LEARNERS**

- Provide structure for class, team, pair, and individual activities.
- Provide success and challenge opportunities for multilevel student populations.
- Employ strategies to raise the thinking level.

## **BENEFITS OF GRAPHIC ORGANIZERS**

### **DEVELOPMENT OF HIGHER LEVEL THOUGHT**

- Graphic organizers often incorporate higher-level thinking.
- Users must evaluate input and select only the most essential information since there is generally not enough room to copy directly from a source.
- Metacognitive development occurs as students explain their own thought processes and are exposed to the strategies and thinking of others.
- The format often encourages students to expand beyond the source(s): to access prior knowledge, to predict and question, to investigate further.
- Because students are often thinking at a higher level, they can more readily identify: ambiguities, the need for clarification, and information that is missing.

### **APPLICABILITY FOR A WIDE RANGE OF LEARNERS**

- Students with very diverse levels can often collaborate meaningfully on a graphic organizer.
- More advanced learners are often challenged by graphic organizers because the format gives them an opportunity to incorporate prior knowledge and real-world applications.
- Students who did not initially know the information at the comprehension level often have the opportunity to demonstrate their intelligence when higher-order thinking is required to complete the organizer.
- Students with low literacy skills, limited fluency in the language of instruction, and those with diverse learning styles can often process information presented in this format more readily than they can traditional text material.

- Organizers are often easily modified for special needs students and English language learners.

### **INCREASED LANGUAGE DEVELOPMENT**

- Higher-level thinking prompts more use of language.
- Students can be provided guidance in the related language of thought.
- New content vocabulary is clearly presented on the organizer.
- Students must incorporate their own words when summarizing the information presented on an organizer.

### **GREATER RETENTION FOR ALL LEARNERS**

- People retain:  
10% of what they read  
20% of what they hear  
30% of what they see  
50% of what they see and hear  
70% of what they say  
90% of what they **say** as they **do** or **teach** something. (E.Dale)

When students collaborate on a graphic organizer, they are saying, doing and teaching each other.

- They are also changing written or oral input to visual input that is meaningful to them.
- People retain information more readily when they are processing it at higher levels of thought. (Examples: Students are categorizing words rather than memorizing them. Students are often reading and listening at the analytical level rather than at the comprehension level.)
- The visual presentation of any organizer reflects the relationship of the concepts, promoting greater retention for most learners.
- It is more beneficial, and more fun, to study from notes on organizers than from traditional notes.

### **MORE EQUITABLE ASSESSMENT MEASURES**

- After using an organizer for instructional purposes, they are often very effective for assessment purposes.
- Many students, who have trouble accurately reflecting their learning on traditional forced-choice tests, can often perform well on alternative assessment measures that include graphic organizers.
- The conceptual and strategic essence of a lesson is more evident to students who study from graphic organizers.
- It is easier to make modifications for special needs students with graphic organizers used for assessment purposes than it is to modify a traditional exam.

## PROGRESSIVE DEVELOPMENT IN USE OF GRAPHIC ORGANIZERS

PROGRESSION FROM THE MOST CONCRETE TO THE MOST COMPLEX APPLICATIONS	PROGRESSION TOWARD PERSONAL UNDERSTANDING AND INDEPENDENT USE
<p><b>Simplest to Most Challenging:</b></p> <ul style="list-style-type: none"> <li>• Concrete objects</li> <li>• Pictures</li> <li>• Labels for pictures</li> <li>• Single familiar words</li> <li>• Familiar words and phrases</li> <li>• Familiar life application</li> <li>• Below grade level text with: <ul style="list-style-type: none"> <li>○ questions or other prompts</li> <li>○ no prompts</li> <li>○ use of multiple sources</li> </ul> </li> <li>• Grade appropriate text with: <ul style="list-style-type: none"> <li>○ questions or other prompts</li> <li>○ no prompts</li> <li>○ use of multiple sources</li> </ul> </li> <li>• Challenging life application</li> </ul> <p>As students progress from the concrete to the abstract, in their use of any graphic organizer, they will also progress toward individual competence. See the next column.</p>	<p><b>Simplest to Most Challenging</b></p> <ul style="list-style-type: none"> <li>• Be exposed to the graphic organizer.</li> <li>• Discuss purpose based on examples.</li> <li>• Follow directions to complete.</li> <li>• Interpret the information on an organizer.</li> <li>• Suggest categories for an organizer.</li> <li>• Select appropriate organizers for tasks: <ul style="list-style-type: none"> <li>Choose from 2 dissimilar options</li> </ul> </li> <li>• Choose from multiple dissimilar options</li> <li>• Choose best from similar options</li> <li>• Invent an organizer to meet a purpose.</li> </ul> <p>To support the progression from the simplest to most challenging applications the instructional sequence would also reflect a progression from class modeling to individual applications:</p> <ul style="list-style-type: none"> <li>• Contribute to class example.</li> <li>• Collaborate with group or partner.</li> <li>• Use independently.</li> </ul>

## **SUGGESTIONS FOR DIFFERENTIATION WITH GRAPHIC ORGANIZERS**

- If all students do not have literacy skills but have a wide range of oral proficiency, use the same organizer and visuals but differentiate directions for oral language or vocabulary specificity.
- Differentiate the oral language focus during development and provide diverse follow-up writing activities.
- Use the same organizer for all students but include visuals and/or resource materials with different readability levels.
- Use simple and more complex versions of organizers that meet a similar purpose: identifying attributes, categorizing information, sequencing events, identifying cause and effect, solving problems, analyzing a story, comparing and contrasting, evaluating, and so forth.
- Have some students complete an organizer with the teacher, others in teams or with a partner, some independently.
- In programs where it would be possible and appropriate, students complete the organizer in either their home language or a new language, whichever would provide both success and challenge opportunities.

## **COMMON PROBLEMS WITH GRAPHIC ORGANIZERS**

- 1. The organizer is used to convey content but is not based on big ideas.**
  - Students use the organizer in ways that do not reflect what is most essential to know about the topic.
  - Organizational problems result that impede thinking.
  - It is difficult to use such organizers as strategic preparation for writing, research, or speaking tasks.
  - Information gaps in the materials used to complete the organizers are not evident.
- 2. The organizer does not promote the thinking required to understand the important big ideas.**
  - The organizer doesn't match the big idea. Examples include: a sequence of events when a cycle is needed, a simple web when a Venn diagram or comparison matrix is needed, a timeline to express multiple causes for one event rather than a fishbone.
  - The organizer is so similar to the presentation of the materials that students can complete the organizer without understanding the ideas.
  - The organizer is functional, but a different one, still developmentally appropriate, would evoke more thought.
- 3. The organizer is not developmentally appropriate for the range of learners.**
  - The organizer is cognitively either too simple or too complex.
  - The organizer does not match the motor skills of the students, for example, too small for emergent writers.
  - The organizer is not used in a meaningful context where students have either prior knowledge or comprehensible access to the content and vocabulary.
  - The readability level needed to complete the organizer is either too difficult or not challenging, and no developmentally appropriate alternative resources are provided.

- While developmentally appropriate for some students, no alternative organizers that meet the same purpose are provided for students who would benefit from a simpler or more complex version. Some students may benefit from a completely different organizer that focuses on simpler or more challenging related ideas.
  - Some students will finish before others, and no challenge option is included in the assignment. Challenge examples include: rank the items on a web diagram based on some aspect of comparison, rank some aspects of comparison on a comparison matrix, complete a challenge option on an organizer, use more complex resources to add additional information to the organizer, use sentence prompts related to the thought process reflected on the organizer to express the important relationships, illustrate or draw symbols for the most important vocabulary or information, and prepare to role-play important relationships on the organizer. It is important that students who try the challenge have opportunities to share those tasks with the class.
- 4. There is not enough modeling prior to the degree of student accountability required.**
- Class modeling does not precede team or partner use; and/or team or partner use does not precede individual use.
  - Modeling does not include how to interpret completed organizers prior to independent use of them. Reading or interpreting completed organizers helps students understand the thought processes for creating them.
  - Cooperative structures for asking questions are not used during class modeling, so some students, unfortunately often those who most need the guidance, are not actively engaged.
  - Not enough structure is provided for individual accountability during team or partner use; consequently, the lowest performing students are often less involved during the guided practice that is so critical for them.
  - Students do not get enough varied experiences with a graphic organizer, preferably across disciplines, prior to individual accountability for applications not modeled.
- 5. There are problems with the format of the organizer.**
- The organizer is in a pictorial format that impedes rather than helps comprehension.
  - The writing space is either too small for the information needed, or too much space is provided and students can just copy text rather than selecting the most important information.
  - Students are asked to make their own organizers which may result in: too much educational time required for the task, ineffective use of the space provided, or sloppy organizers that impede learning (usually made by the student with the poorest fine motor skills who is the most dependent on a neat organizer).
- 6. Inadequate support is provided to express the information and relationships conveyed on the organizer as well as retain and expand on the learning.**
- Students complete a graphic organizer, but no follow-up discussion and/or reading and writing tasks are given. A common example is having students complete a comparison matrix without ever orally discussing or writing about the comparisons.
  - Once the organizer is complete, students may be assigned follow-up tasks without adequate modeling. Modeling examples include: oral and written language prompts to express the thought processes reflected by the organizer as well as examples of how people use organizers to prepare for oral presentations and write related sentences, paragraphs, or longer written forms.

- There is insufficient review and expansion related to the vocabulary and ideas to aide retention.
- Students receive minimal guidance in how to use the organizers to prepare for tests.
- Students are not exposed to ways the organizer is used outside of the classroom.

**7. There are management problems during use of the organizer in class.**

- Student expectations are not clearly communicated, and a pattern for orderly behavior and respect for each other and the learning process has not been established.
- Directions are not clearly communicated. Of course, confusion is less of a problem with adequate modeling.
- The grouping arrangements do not maximize learning opportunities.
  - i. Too many students are expected to use one organizer. This is particularly problematic if four or more students are collaborating on the same sections of an organizer requiring all students to read or write the same text.
  - ii. The academic or proficiency levels of the partners/team members are not the most effective given the student population and the assigned task. For example, pairing of a very top student with a student who needs a great deal of support may result in tutoring rather than cooperative learning. Language proficiency is also a variable. A student with limited language proficiency needed for a task, may benefit from native language support, while a student with more language skills may benefit from working with a partner in the new language. Two timid students may benefit from working with each other, and so forth.
- Class time is not used wisely. Examples include: giving directions and distributing materials takes too long, there is too little time or too much time to do the task, or students are not told how much time they will have.
- Students are not on task during class, team, partner or individual use. These are less of a problem if:
  - i. cooperative structures are used to ask questions during class modeling,
  - ii. individual accountability is clearly defined in team and partner tasks,
  - iii. the tasks are developmentally appropriate for the range of learners,
  - iv. there are challenge options for those who finish early, and
  - v. the students who have time for the challenge are accountable to classmates rather than the teacher

## **21 SUGGESTIONS FOR RAISING THE THINKING LEVEL WHEN USING GRAPHIC ORGANIZERS**

1. Use organizers that match a big idea and write the idea on the organizer.
2. When more than one organizer is appropriate, choose the one that evokes the most thought (or) give a simpler one for homework or individual work and a more complex one for team follow-up discussion (or) use organizers that meet the same purpose with different levels of complexity for the range of learners.
3. Use differentiation strategies suggested above.

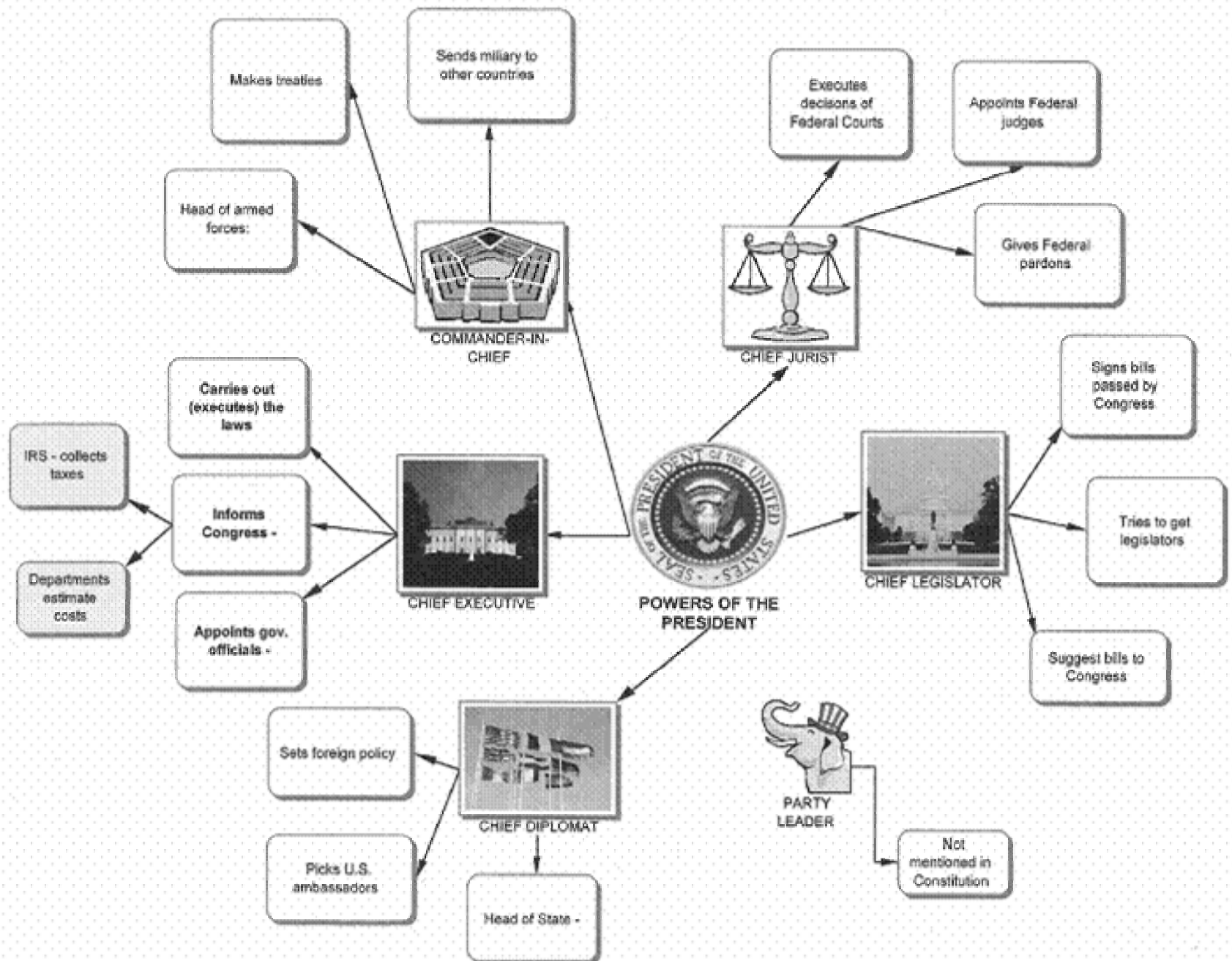
### **HAVE STUDENTS DO THE FOLLOWING KINDS OF TASKS:**

4. Write a statement expressing the essence of the information on an organizer (if the big idea is not provided by the instructor on the organizer).
5. Highlight the most important words on an organizer.
6. Draw symbols for confusing terms or the most important information.
7. Color-code information on an organizer and make a key.
8. Given a limited number of options on an organizer, select the most important information to include.
9. Rank the information on an organizer from the most to the least of a specified aspect.
10. Evaluate information as being positive, negative, or neutral.
11. Repeat ranking (or) positive/negative/neutral evaluations from a different perspective. Use the information on a simple graphic organizer as a springboard for completing a more complex one.
12. Use the reading strategy of Connect Two (PU) to identify and explain connections among key terms on an organizer.
13. Use sentence prompts to demonstrate sentence variety when expressing similar ideas or relationships on an organizer.
14. Following a Word Sort (PU) record the terms used in the sort onto an organizer. Add any needed terms.
15. Complete a section of an organizer or answer related questions that require drawing inferences, activating prior knowledge, and/or making predictions.
16. Create a role-play to represent information on an organizer.
17. Given a completed organizer prior to reading, discuss and predict textual information.
18. Given information for a blank organizer, predict placement on the organizer, read (or listen to a lecture) to check predictions and make corrections.
19. Given a task, select the most appropriate organizer from options and support the choice by explaining your rationale.
20. Design your own organizer to effectively represent information.
21. Compare your organizer with that of others and collaborate to evaluate the effectiveness of each.

## **TEN POINT CHECKLIST OF QUESTIONS WHEN USING GRAPHIC ORGANIZERS**

1. Does the organizer have a strong educational purpose? Does it promote attainment of school outcomes?
2. Does the organizer chosen match the thinking required for the big idea(s) being taught?
3. Would an alternative organizer promote more thought?
4. Do the students have the experiential and conceptual readiness required for the organizer?
5. Is the organizer at the appropriate level in the progressive development of needed skills?
6. Are there ways to increase thought with the organizer selected?
7. Will students collaborate on the organizer? If so, ask the following:
  - How will you structure involvement of all learners?
  - How will you increase language during the interaction?
    - Do you need a social skill focus?
    - What is the challenge activity for students who finish before others?
8. Is the organizer appropriate for a heterogeneous group of students, or can it be easily modified to include a wide range of learners?
9. How will students summarize, orally and/or in written form, the information presented on the organizer? Do they have the language needed to effectively communicate the information? If not, how will you teach the language for the thought processes reflected on the organizer?
10. Would the organizer be an effective alternative form of assessment? If so, how will it be used?





# CHALLENGE: Draw Symbols and Rank Strongest Powers

**Strongest**

10

**Weakest**

# What's most important?

## TO KNOW

- The United States has a federal system of government.
- The Constitution divides federal powers into executive, legislative and judicial branches.
- The branches have separate but equal powers and ways to check each other.
- In the U.S. government, the Constitution gives people the ultimate power.

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## TO UNDERSTAND

- Democracies choose to balance power to protect freedom and individual rights.
- Those with the power in any society make the rules in ways that reflect their beliefs and values at a particular time.
- People in communities often struggle over power.

# **PREVIEW “CHECKS AND BALANCES”**

**BIG IDEA:** In any community, people establish ways of checking-up on others to guide and protect its members.

**CONTENT OBJECTIVE:** Students use a comparison matrix to compare and contrast how different members of society check up on each other.

**Cooperative Structure:** Within-team Jigsaw

**Compare and contrast orally.**

	<b>teen-ager</b>	<b>parent</b>	<b>teacher</b>	<b>police officer</b>
<b>teenager</b>				
<b>parent</b>				
<b>teacher</b>				
<b>police officer</b>				

**SOCIAL OBJECTIVE:**

**Students demonstrate respect toward cultural or family differences.**

**Language Objective: Orally demonstrate sentence variety by using prompts. Use vocabulary to avoid generalizations.**

### **SAMPLE PROMPTS FOR SIMILARITIES**

- Like \_\_\_\_\_, I find that **sometimes** police officers \_\_\_\_\_.
- Similar to \_\_\_\_\_, the teachers in my country **often** \_\_\_\_\_.
- It **seems common** across cultures for parents to \_\_\_\_\_
- \_\_\_\_\_'s friends and mine both \_\_\_\_\_.

### **SAMPLE PROMPTS FOR DIFFERENCES**

- Unlike \_\_\_\_\_, whose parents \_\_\_\_\_, my parents \_\_\_\_\_.
- While the teachers in the United States **typically** \_\_\_\_\_, teachers in my country **usually** \_\_\_\_\_
- Police officers **tend to** \_\_\_\_\_ less/more than they do \_\_\_\_\_.
- Teenagers I know **generally** \_\_\_\_\_, but \_\_\_\_\_
- *Evidence of learning: Teacher observations of student talk.*

## CHECKS AND BALANCES

In democracies power is divided, balanced, and the groups with power have ways of checking the power of other groups.

	EXCECUTIVE	LEGISTATIVE	JUDICIAL
<b>PRESIDENT</b>		veto a bill passed by Congress refuse to pass legislation call sessions of Congress recommend legislation send troops w/o war declaration propose budget	grant pardons and amnesty appoint judges
<b>CONGRESS</b>	approve federal judges approve treaties/appointments override presidential veto impeach & remove from office determine number of judges approve budget	remove senators and representatives from office	approve federal judges determine number of judges start Constitutional amendments create new courts
<b>SUPREME COURT</b>	declare a law unconstitutional declare pres. act unconstitutional stop or limit presidents actions force president to do something (place an injunction on pres.) set up investigation	declare a law unconstitutional set up an investigation (Note: supreme court can also declare state laws unconstitutional)	
<b>THE PEOPLE</b>	vote for president & vice president lobby/special interest groups campaign for candidate protests and letter writing	vote for senators & representatives lobby/special interest groups campaign for candidate protests and letter writing	(Voting indirectly influences appointments. People do not vote for federal judges) protests/ special interest groups

**DIRECTIONS: Roundrobin read the cards and predict placement in the matrix. Read to check placement predictions.**

When finished checking the matrix, use the following sentence prompts to express what each branch can do and how that power is checked.

- The president can, \_\_\_\_\_, but \_\_\_\_\_.
- The legislative branch can \_\_\_\_\_, but \_\_\_\_\_.
- The Supreme Court can \_\_\_\_\_, but \_\_\_\_\_.
- The people can \_\_\_\_\_, but \_\_\_\_\_.

**CHALLENGE: Use the sentence prompts on the back to promote more sentence variety OR read a more complex selection.**

*Prepared by Jeanette Gordon and Danette Erickson Meyer*



## DIFFERENCES

1. \_\_\_\_\_ has the power to \_\_\_\_\_, but \_\_\_\_\_.
2. While \_\_\_\_\_ can \_\_\_\_\_, \_\_\_\_\_.
3. \_\_\_\_\_ can \_\_\_\_\_; however, \_\_\_\_\_.
4. One way \_\_\_\_\_ can check the power of \_\_\_\_\_ is by \_\_\_\_\_.
5. **Even though the Constitution gives \_\_\_\_\_ the power to \_\_\_\_\_ that power is curtailed by \_\_\_\_\_'s option to \_\_\_\_\_.**
6. \_\_\_\_\_ has the right to \_\_\_\_\_, but \_\_\_\_\_ checks that power through \_\_\_\_\_.
7. Given the right to \_\_\_\_\_, \_\_\_\_\_ can limit \_\_\_\_\_'s power to \_\_\_\_\_.
8. **Despite the \_\_\_\_\_'s Constitutional right to \_\_\_\_\_, \_\_\_\_\_ can prevent abuse of that power by \_\_\_\_\_.**
9. The ultimate check on governmental misuse of power is held by \_\_\_\_\_ who have the power to \_\_\_\_\_.

citizens	vote
issues	laws
referendum	crime
petition	protest
legislature	sign
ballot	polls
rejection	optional
controversy	compulsory
recall	elected official
acceptance	constitution
proposition	bills
initiative	proposed law

**POWER OF THE PEOPLE AT THE STATE LEVEL**  
ISSUES RELATED TO REFERENDUMS, INITIATIVES, AND RECALL

**DIRECTIONS PART I:** Following a class discussion of the examples, look at the labels for the different referendums, initiatives and recall. Based on your shared understanding of some of the vocabulary, collaborate with your team to predict the labels for each of the examples. Later you will check predictions and revise during reading.

**Petition referendum**  
**Optional referendum**  
**Compulsory referendum**

**Initiative**  
**Recall**

1. Legislators may consider changing a law, but it is a controversial issue, and they don't want to make the decision.
  - Legislators want the people to help decide whether to change the death penalty or not.
  - Legislators want to outlaw bilingual education, but they don't want to lose the ethnic votes.
  - Legislators want to change the gun laws, but they don't want to lose campaign contributions from the National Rifle Association.What could legislators do?  

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2. Legislators pass a law some people don't like.
  - They change the driving age from 16 to 18.
  - They change a gun law.What action could people take if they didn't like the new law?  

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3. What if an elected official commits a crime and other elected officials don't take any action to remove him or her?
  - An official is accused of giving state contracts to friends.
  - An official uses state funds for personal use.
  - An official gives state licenses to people who pay bribes.What can the people do?  

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4. What if the legislature wants to change the state constitution?

- They want to change the governor's unlimited terms of office to only two terms?
- They want to eliminate the death penalty?

What do they have to do before the constitution is amended?

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5. What if people want to create a new law?

- They want a law requiring children in the back seat of cars.
- They want a law to make English the official language of Illinois.
- They want to outlaw bilingual education in Illinois.
- They want to legalize gambling.
- They want to change the speed limit.

What action could they take?

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**DIRECTIONS PART 2:** Follow the directions on the matrix provided to compare and contrast the referendum, initiatives and recall.

**Words to Know**

**Affirmative action**  
A policy to increase employment for minorities

**Circulate**  
To pass from person to person

\***Compulsory referendum**  
A referendum that requires voter approval

\***Initiative**  
The process of proposing a law through a petition and then voting on it

\***Optional referendum**  
A referendum that a legislature sends to voters willingly

\***Petition referendum**  
A referendum that is placed on a ballot to protest a law

\***Recall**  
The process of removing a public official from office by voting

\***Referendum**  
Having voters vote on a law proposed by popular demand or by a legislative body

In addition to voting for candidates for public office, citizens may also vote on certain issues. Their votes can bring about new laws.

**What Is a Referendum?**

Certain bills are presented to voters at the polls. This process is called a **referendum**. A referendum takes place only at the state level. There are different kinds of referendums.

**Petition Referendum**

After a law is passed by the state legislature, citizens may use a petition to protest the law. Someone who objects to the law may **circulate** a petition for others to sign. If enough people sign the petition, a **petition referendum** will be placed on the ballot. Voters can vote for or against the law at the polls. If enough votes are cast against the law, the law will be rejected.

**Optional Referendum**

In some states the legislature may refer a proposed law to the public for acceptance or rejection. This is called an **optional referendum**. In this case, the legislature is not forced by law to refer the law to the voters, but it does so willingly. Usually the issues referred to the public are ones that have caused a great deal of controversy.

**Compulsory Referendum**

When state laws require that certain issues be sent to the voters for their approval or rejection, a **compulsory referendum** is used. For example, a state may use a compulsory referendum to get voter approval to change the state constitution. Delaware is the only state that may change its constitution without public approval.

**An Initiative in Action**

In February 1996, California voters got more than one million signatures on an initiative called the *California Civil Rights Initiative*. The initiative called for ending **affirmative action**. Affirmative action is a policy that began in the 1960s. It requires employers to hire a certain percentage of women and minorities. It was a controversial initiative. Voters approved the initiative, ending affirmative action in California. Supporters of the initiative believe that skill and character are all that should be considered in hiring people. People in favor of affirmative action believe affirmative action is necessary to give all people an equal opportunity for employment.

**What Is an Initiative?**

In some states citizens can suggest a new law to be presented to voters. This suggested law is called an **initiative**, or a proposition. A petition must be signed by a certain number of people before the initiative can be voted on by the legislators or by the citizens. If a majority are in favor of the law, it goes into effect.

**Recall**

Sometimes citizens want to remove an elected official from office before his or her term has expired. Usually this happens when the official has done something disgraceful while in office. For example, an official might be accused of committing a certain crime such as using public funds for the official's personal life. To remove the official, citizens may use the **recall** process. They draw up a petition, get a large number of signatures, and meet certain legal requirements. Then the recall issue is placed on the ballot. If a majority of the voters are in favor of the recall, the elected person must leave office.

SOURCE: AGS United States Government, 1997, American Guidance Services, Circle Pines, MI, 800 328-2560

## COMPARING AND CONTRASTING ADDITIONAL POWERS OF THE PEOPLE AT THE STATE LEVEL

Enduring Understandings: People seek to enhance their power in many ways.

Reform movements often expand power to more people.

Topical Understanding: United States Citizens influence and check governmental power in many ways.

U. S. Reform movements influenced national legislation that gave citizens more power. (Preview of other reform legislation)

- Citizens have legislative powers at the **state level** in addition to campaigning for, voting for, and influencing elected officials.
- At the **state level** citizens have ways of removing elected officials from office.

**DIRECTIONS:** Collaborate with your team to complete the assigned checking power. Prepare to role-play that power for the class. Complete the matrix during the class role-playing. In a class discussion, try to rank the powers from the most important to the least.

More checking powers of citizens	Why is it used?	Who starts the process?	Is a petition involved? If so, how?	Who votes on it?	Examples
Petition referendum					
Optional referendum					
Compulsory referendum					
Initiative					
Recall					

**TOPICAL BIG IDEA:** At the Constitutional Convention the Northern and Southern States made several compromises to get power distribution that reflected their beliefs, values, and interests. **BIGGER IDEAS:** 1.) Those with the power in any community/society obtain, distribute, maintain, and exert their power in ways that reflect their beliefs and values at a particular time. 2.) Compromise is a beneficial conflict resolution strategy.

Aspects of Comparison	SOUTHERN STATES		NORTHERN STATES
1. Most important similarity and differences	Believe in "States Rights" and want most of the power to remain with the states	Agreed on <b>Federalism:</b> central government. and state government	Believe in a strong central government and want the government to have more power than the states.
2. First big problem	There were many small southern states. In an attempt to maximize state power, the South wanted the same number of representative from each state.	They agreed on 3 branches of government and both wanted as much power as possible in the legislative branch.	There were fewer states in the North, but they had large populations. They wanted the same number of representatives from each state, so they would have more power.
3. First compromise	There were 2 senators from every state in the Senate. Hence, the South had more power in the Senate.	<b>Great Compromise: 2 houses, not 1, in the legislative branch: Senate and House of Representatives</b>	The number of representatives in the House of Representatives was based on population, giving the North more power in the House.
4. Second problem	Southerners didn't see slaves as people but wanted to count them so they could get more representatives in the House.	Both wanted as much power as possible in the House, so disagreed on whether to count slaves.	The North didn't have slaves, so didn't want the South to count them.
5. Second compromise	Because they had many slaves, they got more representatives.	<b>3/5<sup>th</sup> Compromise</b> <b>Each slave counted as 3/5<sup>th</sup> of a person.</b>	Because slaves were not counted equally, the South didn't get as many representatives as they would have if slaves had been counted as a full person.
6. Third problem	Fear government control of slave trade. Fear high taxes on imports.	Both concerned about trade but disagreed on amount of government control.	Wanted to stop slave trade. Wanted government to control all trade.
7. Third compromise	South was satisfied with the slave agreements. In 20 years they can import slaves needed to reproduce in the U.S. South disagreed with import taxes, but their export crops were not taxed.	<b>No control on slave trade for 20 years.</b> <b>Runaway slaves returned.</b> <b>Gov. can tax imports but not exports.</b> <b>Gov. control all trade between states.</b>	North could stop slave trade after 20 years. The new tax powers for central government increased government revenue and strengthened central government, a goal in the North.

**DIRECTIONS:** Take turns paraphrasing each aspect of comparison. Each person expresses the similarity first, then the related differences. When done, use the comparative sentence prompts to demonstrate sentence variety. **CHALLENGE:** Use applicable prompts during the oral sharing to express the ideas in different ways and then write a comparative essay.

Prepared by Jeanette Gordon. Illinois Resource Center

## Modified Venn Diagram to Compare and Contrast Interests of North & South at the Constitutional Convention

**Topical Idea:** State delegates from the North and the South disagreed on many issues and needed to make important compromises as they wrote the Constitution of the United States of America.

Southern States	Both North & South <i>READ THIS COLUMN FIRST!</i>	Northern States
The South opposed a strong central government and wanted the states to maintain more power.	Delegates from both regions of the country agreed on a <b>federal</b> system of government. (Federalism is power shared between the central government and the states).	The North wanted a very strong central government with less power reserved for the states.
The Southern states had fewer people than the North and wanted representation in the legislature to be the same for all states.	To avoid too much power in one place, the North and South concurred on division of power in the central government into three branches: executive, legislative and judicial. Both regions wanted as many representatives as possible in the legislature.	Because the North had a larger population than the South, they favored state representation to the legislative body based on the number of people in each state.
The Senate is composed of two senators from each state; therefore each state has equal power in that legislative body. This house of Congress favored the lower-populated Southern states.	Northern and Southern delegates reached what is called the <b>Great Compromise</b> —two houses rather than one in Congress. Action by both the House of Representatives and the Senate are required to pass laws.	The number of representatives to the House of Representatives is based on the population of each state; consequently, the larger states have more power in that house.



The South had many slaves. Delegates did not see slaves as equals but to augment their number of representatives in the House of Representatives wanted them counted.	Because both the North and the South wanted as much advantage over the other as possible, they disagreed about whether slaves should be counted.	The Northern states had few slaves. To increase their population advantage over the South, the North argued that slaves should not be counted as people.
The South gained some representation from their slaves.	The <b>Three-fifths Compromise</b> was reached whereby each slave would be counted as $3/5^{\text{th}}$ of a person.	The North prevented the South from obtaining a full count for each slave.
Because the Southern economy relied heavily on slave labor, they opposed any governmental control over the slave trade. Southerners also feared high taxes on imports.	The North, like the South, was concerned about the degree of power the United States government would have over trade.	The delegates from the North, not dependent on slavery and many opposed to the practice, sought to give the National government the power to stop the slave trade. They urged greater governmental control over all trade.
Since the national government could not regulate slave trade for twenty years, the South had a means of maintaining slavery. With twenty years of unrestricted slave trade, it seemed possible to import enough slaves to reproduce locally the numbers needed by the South in future years. The fact that runaway slaves must be returned to their owners was a victory for the South. They were willing to compromise on governmental control of imports.	Both regions of the country were willing to compromise on trade issues. An agreement was reached that the government could not control the slave trade for twenty years. In addition, runaway slaves needed to be returned to their owners. The United States government was given the power to tax goods from other countries, but could not tax exports. The national government was also given the power to control all trade between the states.	<p>The control on slave trade after twenty years would help limit the number of slaves, especially in any new states.</p> <p>The Northern states won strong governmental control over trade. The taxes received from imports provided an additional source of revenue that would also strengthen the government.</p>

## CHARACTERISTICS OF SENTENCES

**DIRECTIONS:** Read the following. All are punctuated as sentences, but some are fragments. Write S for sentence before each complete sentence. Write F for fragment before the words that are not a complete sentence. When finished, change the fragments to complete sentences. **CHALLENGE:** Change the fragments to sentences in different ways.

1. ____ How did the Constitution provide for a system of checks and balances?
2. ____ The Constitution, to protect individual freedom and states' rights.
3. ____ The Constitution, separating national power into three branches: the Executive Branch, the Legislative Branch, and the Judicial Branch.
4. ____ Each branch was given separate but equal powers.
5. ____ A compromise is one way of solving a disagreement.
6. ____ When the constitution was written in 1787.
7. ____ The biggest disagreement, how many people each state would have in Congress?
8. ____ This disagreement was solved by the Great Compromise.
9. ____ The Great Compromise set up Congress in two houses—the House of Representatives and the Senate.
10. ____ Because the Great Compromise meant that small states would have fewer representatives in Congress than large states.
11. ____ The members of the House of Representatives, elected by the people of each state.
12. ____ Each state, regardless of size, would send two senators to Congress.
13. ____ Northern states, seeking to control all trade between the United States and other countries.

14. ____ Southern states were afraid that the national government would stop the slave trade.
15. ____ The national government, although given power to control trade, could not stop the slave trade for at least 20 years.
16. ____ Because the national government could not tax goods that were sent from America to other countries.
17. ____ That the national government could also control trade between the states themselves.
<b>CHALLENGE:</b> If time permits, complete 19-25. Then, if you were to compare and contrast the Federalists and the Anti-Federalists, what other information would be important to find out and how would you compare and contrast them on a Venn Diagram?
18. ____ What the positions of the Federalist and the Anti-Federalists?
19. ____ Before the constitution could become law, it had to be ratified, or approved.
20. ____ One group, called the Federalists, supported ratification of the Constitution.
21. ____ The opposing group, known as the Anti-Federalists.
22. ____ Feeling that a strong federal government would take away the powers of the states.
23. ____ Even though all the states did not approve it until 1790.
24. ____ With enough states in agreement in 1788, the Constitution became law.

Activity developed by Jeanette Gordon, Illinois Resource Center, Aug. 98, Source for content and most of the complete sentences: *For the People by the People* (pp. 128-130) The Peoples Publishing Group

## COMPARISONS WHEN AVOIDING GENERALIZATIONS IS IMPORTANT

### PRECEDING TASKS:

1. Identify and discuss common characteristics of all cultures.
2. Research ways a particular culture meets needs that are common to all cultures.
3. Share relevant information with a partner.
4. Identify the similarities and differences between the two cultures based on how each meets common needs and record on a Venn diagram.
5. Rank order a logical sequence for comparing and contrasting the two cultures.

### ASSIGNED TASK:

Write a comparative essay comparing and contrasting how two cultures meet their common needs in similar and different ways. Refer to the samples provided to avoid making generalizations in the essay.

### SIMILARITIES

**There would be no need to avoid making generalizations when making statements about basic commonalities across cultures or when similarities are very evident. Examples follow.**

**Both** Japanese and Mexicans **share** characteristics **common** to all cultures.

As in **all** cultures, the people of Mexico **and** Japan \_\_\_\_\_.

**Like all** societies, **each** country \_\_\_\_\_.

**Common** to people around the world, Mexicans and Japanese \_\_\_\_\_.

The Japanese, **like** Mexicans, \_\_\_\_\_.

The Mexicans and the Japanese are **alike** in their \_\_\_\_\_.

**Each** culture has a **similar** \_\_\_\_\_.

Japan \_\_\_\_\_, **likewise** Mexico \_\_\_\_\_.

**(See other examples for describing similarities in the section on animals.)**

### Language to Avoid Making Generalizations

**Typically** both cultures \_\_\_\_\_.  
It is **typical for** family members in each culture to \_\_\_\_\_.  
The people in each culture **tend to** \_\_\_\_\_.  
There is a **tendency** in both cultures to \_\_\_\_\_.  
**Generally** these two communities \_\_\_\_\_.  
Japanese and Mexicans, **in general**, \_\_\_\_\_.  
\_\_\_\_\_ is as **customary** in Mexico as in Japan.  
**Customarily**, the people of Japan and Mexico \_\_\_\_\_.  
**Apparently** both cultures \_\_\_\_\_.  
It is **seems apparent** that the families in each society \_\_\_\_\_.  
**Evidently** each culture \_\_\_\_\_.  
One could **infer** that both Japanese and Mexicans \_\_\_\_\_.  
**Usually** the children in each country \_\_\_\_\_.

### DIFFERENCES

Very evident differences could be expressed in statements similar to those in the section on animals.

### Language to Avoid Making Generalizations

**Typically** Mexicans, \_\_\_\_\_, but the Japanese \_\_\_\_\_.  
**In general**, people in Japan \_\_\_\_\_; however, this is **not common** in Mexico.  
**Generally** in the Mexican family, \_\_\_\_\_, yet in the Japanese home \_\_\_\_\_ is the **custom**.  
Mexicans are more **apt to** \_\_\_\_\_ than are the Japanese.  
Although there is a **tendency** in the Japanese culture for people to \_\_\_\_\_, the **custom** in Mexico is to \_\_\_\_\_.  
In Mexico people **customarily** \_\_\_\_\_, while in Mexico \_\_\_\_\_ is more **common**.  
It **seems** that Mexican children \_\_\_\_\_, while Japanese children \_\_\_\_\_.  
\_\_\_\_\_ **appears to be** more important in Japan than it is in Mexico.  
**Apparently** Mexico is more/less \_\_\_\_\_ than Japan.  
While **not common** in Japan, \_\_\_\_\_ is clearly evident in Japan.  
  
**In general**, Mexican people are more/less \_\_\_\_\_ than Japanese **tend to be**.  
One could infer that in Japan \_\_\_\_\_, yet \_\_\_\_\_ **seems** more **typical** in Mexico.

### Model language: Prompts for Expressing and Supporting Opinions

- I believe that \_\_\_\_\_
- In my opinion \_\_\_\_\_ is \_\_\_\_\_.
- My perspective on this is \_\_\_\_\_.
- I agree with \_\_\_\_\_ that \_\_\_\_\_.
- I concur with \_\_\_\_\_'s opinion that \_\_\_\_\_.
- One reason to support this is \_\_\_\_\_.
- \_\_\_\_\_ provides additional support for this point of view.
- A strong rationale for this argument is \_\_\_\_\_.

### Prompts for disagreements

- I respect your opinion, but I think \_\_\_\_\_.
- I understand what you are saying, but have you considered \_\_\_\_\_.
- You have a point; however, \_\_\_\_\_.
- Another way of looking at this is \_\_\_\_\_.
- That's an interesting idea/observation, but I feel \_\_\_\_\_.
- What implications do you think that would have on \_\_\_\_\_?

Provide additional information to support each point of view.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Discussion Web

REASONS YES

THE CENTRAL QUESTION

REASONS NO

CONCLUSIONS

P5

50 GRAPHIC ORGANIZERS FOR READING, WRITING, AND MORE

# Appeasement

## Interaction Frame

### Group #1's Needs/Goals:

England & France are in a depression. They are tired of war. They don't want to fight Germany.

### Group #2's Needs/Goals:

Germany wants to control Europe. It doesn't want interference from England & France for as long as possible.

### Interactions

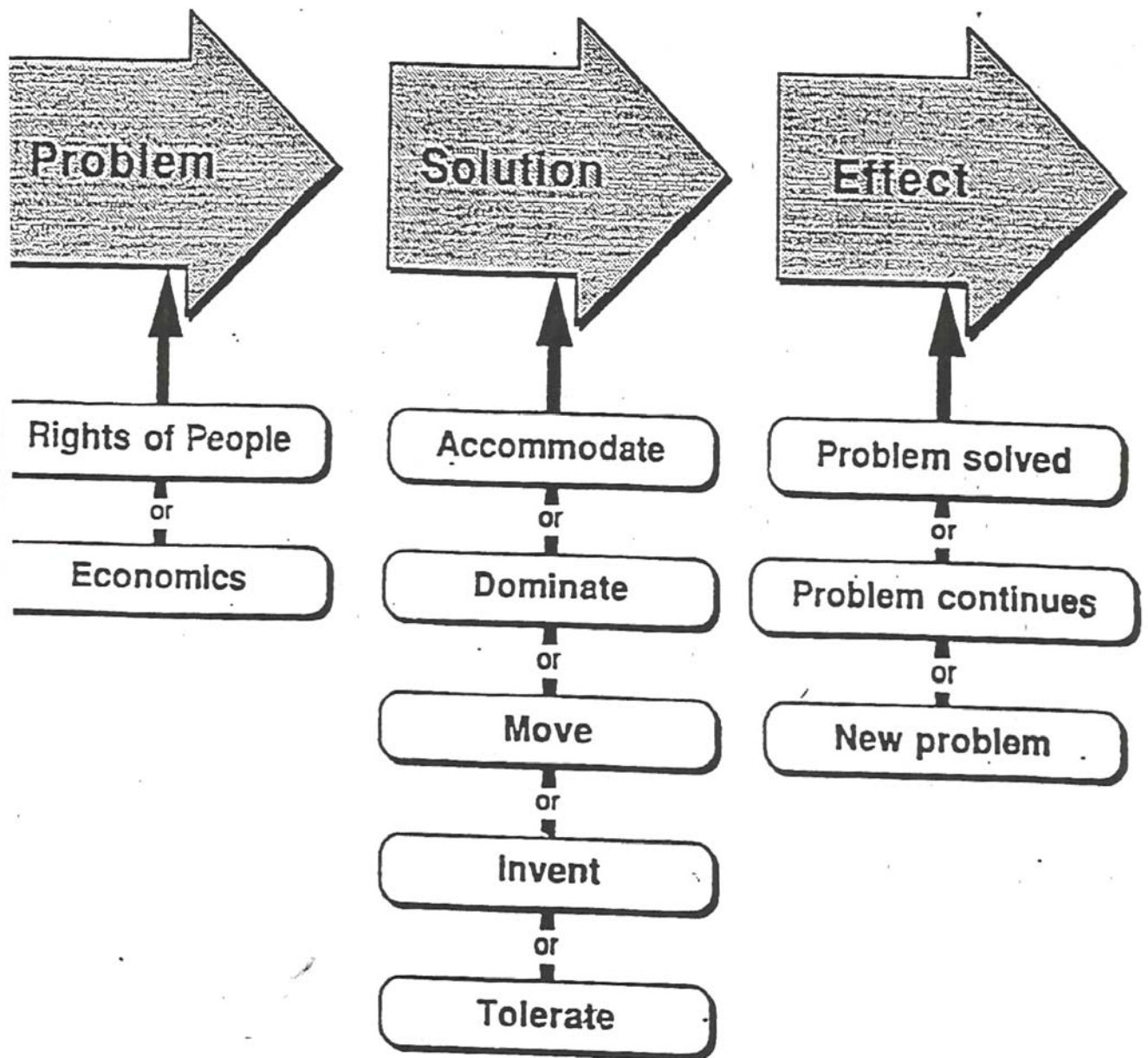
Neville Chamberlain, the British Prime Minister, Edouard Daladier, the French head of government met with Hitler in Munich, Germany in September 1935. They agreed to let Germany take the Sudeterland, the western part of Czechoslovakia. Mussolini, the dictator of Italy was at the meeting to support Hitler. Hitler promised there would be no war and that he would not take any more land. Czechoslovakia wasn't represented at the meeting.

### Outcomes

The agreement, called an appeasement, let France & England think they could have peace in their lifetime. Hitler tricked them.

Germany took the Sudeterland. Hitler broke his promise and took all of Czechoslovakia. Hitler then continued his campaign to control Europe.





Source: UNDERSTANDING US HISTORY © 1994, U of O Bookstore Warehouse,  
Chris Davis, 1-800-1733

#### UNDERSTANDINGS FROM THE ORGANIZER

- Historical problems are related to either the rights of people or economics.
- People try to solve problems with predictable responses: accommodate, dominate, move, invent or tolerate.
- The effects of attempts to solve problems result in predictable effects: solution of the problem, continuation of the problem or creation of a new problem.

Introduce organizers with examples familiar to students.

## Problem

You live in a small, quiet town. One day your next door neighbors move out and some new neighbors move in. The new neighbors are very nosy. They argue and scream all day long. At night they have wild parties that last until 3:00 or 4:00 in the morning. All the noise makes it hard for you to sleep. Because of the sleep you have been missing, you have been late to work several times. Your boss has threatened to fire you if you are late one more time.

## Solutions

**Fight**

**Move**

**Invent**

**Accomodate**

**Tolerate**

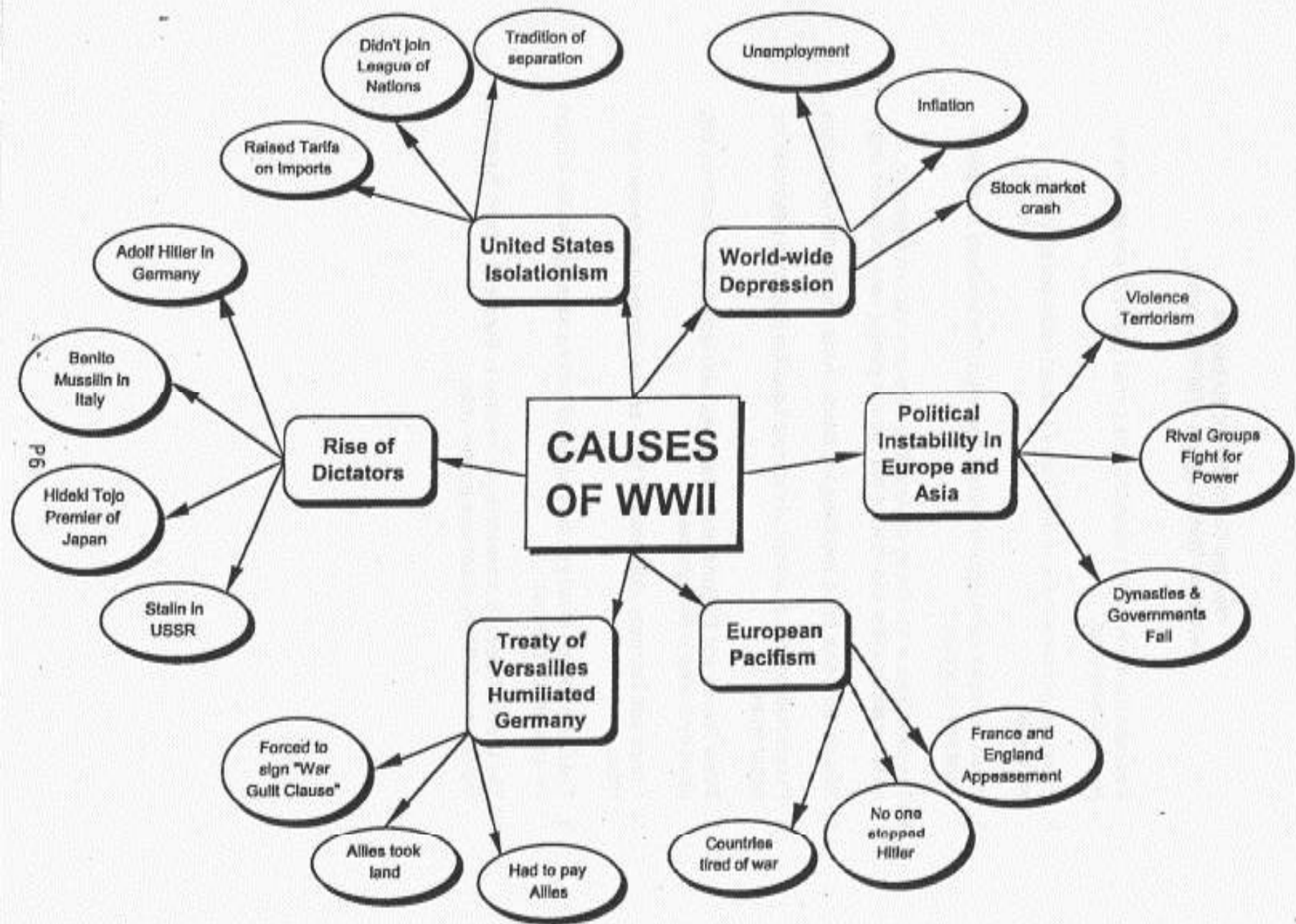
## Effects

## MAJOR EVENTS IN THE PACIFIC RELATED TO WWII

### PROBLEM - SOLUTION -EFFECT -ANALYSIS

JAPAN'S PERSPECTIVE	EVENTS	UNITED STATE'S PERSPECTIVE
<b>Problem</b> Economics	Poor economic conditions in Japan.	
<b>Solution</b> Dominate	Japan takes Manchuria and French Indo-China(now Laos, Viet Nam & Cambodia) threatens Dutch East Indies	<b>Problem</b> Economics/human rights (worried Japan will move against Philippine Islands)
<b>Effect</b> <b>New Problem:</b> economics	United States places embargo on all oil & steel to Japan and closed Panama canal to all Japanese ships	<b>Solution</b> Intimidate
<b>Solution</b> Dominate	Japan attacks U.S. naval base at Pearl Harbor.  December 7, 1941	<b>Effect</b> <b>New problem:</b> economics and human rights
<b>Effect</b> New Problem: economics and human rights	United States declares war on the Allied powers and enters WWII. Japan has a powerful enemy.	<b>Solution</b> Dominate
<b>Solution</b> Dominate	Japan fights back. In the early stages of the war Japan is winning.	<b>Effect</b> <b>New Problem:</b> economics and human rights
<b>Effect</b> New Problem: human rights	United States drops the Atomic Bomb on Japan. Japan surrenders.	<b>Solution</b> Invent/ Dominate
<b>Solution</b> Tolerate  <b>Effect: New Problem</b> economics & human relations	Japan surrenders unconditionally.  September 2, 1945  The United States wins the war and occupies Japan.	<b>Effect</b> Problem solved  (To avoid future problems with Japan, U.S. develops humane post-war policies)

This table was developed by Jeanette Gordon and Danette Erickson Meyer based on modifications of Problem Solution Effect organizer from Understanding U.S History, 1994



## KEY BATTLES OF WORLD WAR II

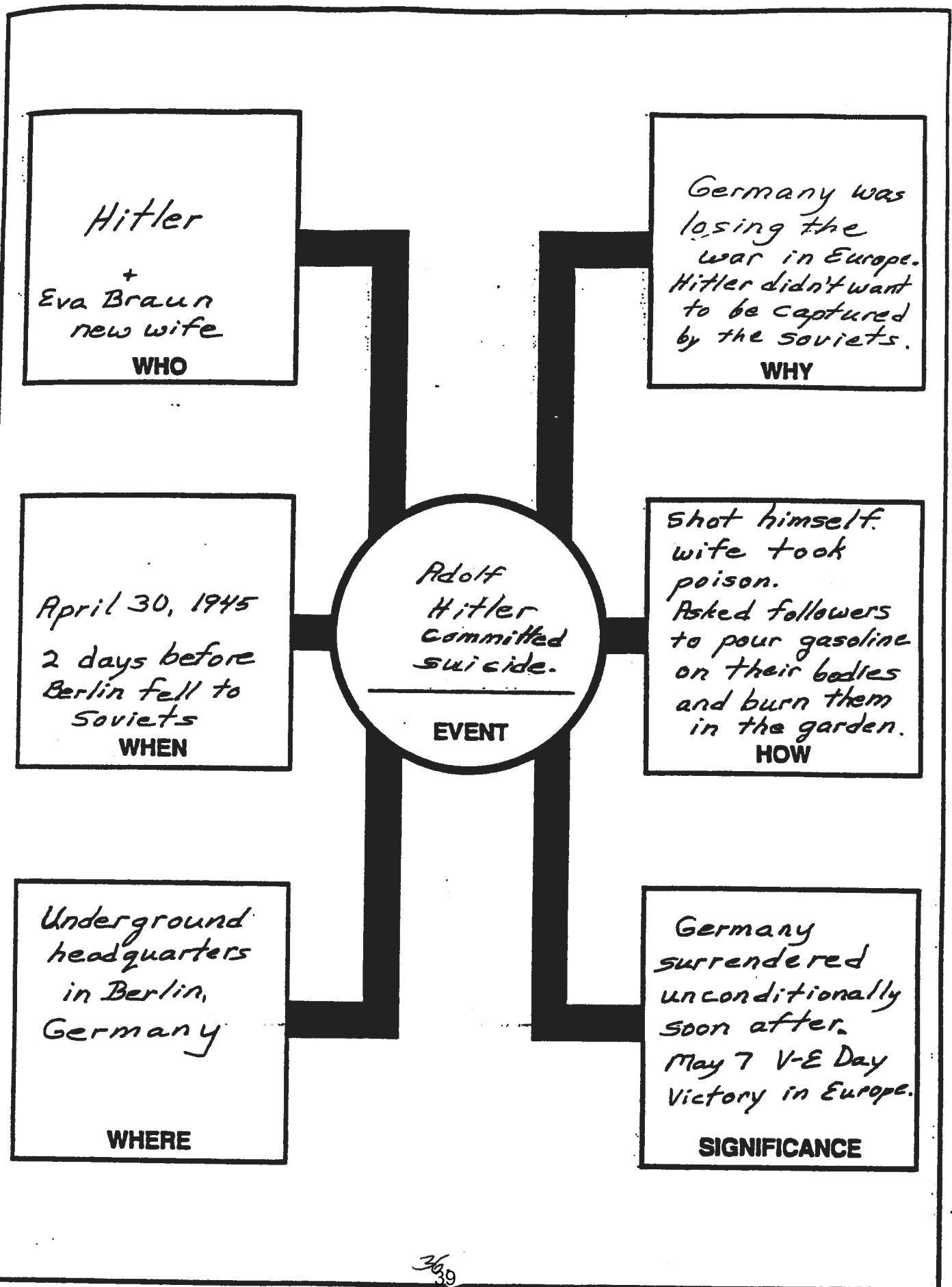
Battle	Who, Where, When	Significance	Distinguished People	Interesting Information
<b>Battle of Britain</b>	Began Aug. 4, 1940. Germany began around the clock bombing on British air force bases & civilians.	Hitler was unsuccessful in invading Britain.	Winston Churchill, new Prime Minister of Britain, gave inspirational radio speeches.	The new invention of radar saved Britain. Hitler could not send in tanks, sent them to fight Soviets at the same time. Britain had only a few planes left when Hitler stopped.
<b>Bombing of Pearl Harbor</b>	Japan launched surprise attack on U.S. fleet in Hawaii on Dec. 7, 1941.	Huge victory for Japan. U.S. entered the World War II.	U.S. Secretary Hull negotiating in Washington with Japanese Ambassador during attack. Gen. Tojo, Premier of Japan. U.S. President Franklin Roosevelt.	In one hour, U.S. Navy was damaged more than in entire World War I. African American Dorie Miller, a U.S. Navy cook, shot down 4 Japanese planes.
<b>Alemein</b>	North Africa, October 1941	First critical victory for England. This battle & Stalingrad marked the turning point in the war in Europe.	Gen. Montgomery, British officer chosen to fight the famous German Gen. Rommel (called the Desert Fox)	Rommel sick on eve of major battle. Returned to Germany. Hitler forced him to leave his sick bed & return. After Alemein, German retreated 2,000 miles.
<b>Stalingrad</b>	Began late Aug. 1941 and lasted 80 days. Russian city renamed for Stalin. Symbol of his power.	First decisive Soviet victory. With Alemein, turning point in war.  Stopped German advance into the Soviet Union	Soviet commander Zhukov, German commander Paulus. But really Hitler & Stalin showdown.	Stalin killed 35,000 senior army officers during reign of terror in 1930's. Lacked military leadership especially when Hitler attacked year earlier. Winter saved Moscow.

### KEY BATTLES OF WORLD WAR II cont.

Battle	Who, Where, When	Significance	Distinguished People	Interesting Information
<b>D Day</b>	All Allied forces against Germany. Beaches of Normandy in France. June 6, 1944	Most important battle on Western Front in Europe. Successful Allied invasion of Nazi-occupied France.	Gen. Eisenhower led Allies. Gen. Patton decoy faked invasion at another site. Rommel, German General & Hitler.	Largest amphibious invasion against largest defense in history. Military strategies & tricks. Omaha Beach initial disaster for Americans.
<b>Battle of The Bulge</b>	Dec. 16, 1944 Germany counter-attacked Allies. Border between Belgium & Germany.	Last ditch effort by Germans to prevent Allies from invading Germany. Slowed but didn't stop them.	George Patton led Allied forces across France to Germany. Hitler's idea to try on more attack.	During emergency defense, African American soldiers integrated with white soldiers for the first time. Briefly, then returned to segregation.
<b>Coral Sea</b>	American & Australian fleet against Japan. Northeast of Australia. May, 1942	Halted Japan's attempt to invade Australia.		Allied victory but they lost more ships than the Japanese.
<b>Midway</b>	Americans against Japanese. Island in the Pacific Ocean NW of Hawaii. June, 1942	Turning point in Pacific war. Japanese no longer unchallenged. They had been heading for Hawaii.		Japan's worst naval defeat of the war.

**Rank the battles from the most significant to the least. Rank again from a different perspective.**

## DESCRIBING A HISTORICAL EVENT



# DESCRIBING A HISTORICAL EVENT

Admiral  
Musaumi Arima  
suggested Japanese  
suicide pilots. At  
first commanders  
didn't agree. Later  
Unskilled pilots  
used.

WHO

Japan losing  
the war  
in the Pacific.  
Running out of  
supplies + skilled  
pilots. Unskilled  
pilots could damage  
enemy and die  
with honor.

WHY

Oct. 13, 1943  
Admiral Arami  
crashed his plane  
as an example.  
Last battles of  
WWII from Oct. 43  
until May 45 when  
Atom Bomb dropped

WHEN

Japanese  
Kamikaze  
pilots committed  
suicide to  
crash their  
planes into  
U.S. ships

EVENT

Pilots had enough  
fuel to reach  
targets but not  
enough to return.  
Crashed their  
planes into  
U.S. ships.

HOW

South Pacific  
Ocean  
Battle of Leyte Gulf  
Iwo Jima +  
Okinawa

WHERE

Demonstrated  
the determination  
of the Japanese  
people. Were a  
new and frightening  
threat to the  
U.S. navy.

SIGNIFICANCE



## Anticipation Guides:

Agree or disagree with statements prior to reading.

Do individually, discuss predictions/assumptions with a partner.

Read and revise, as needed.

Compare answers with partner.

Can also be an individual task.

Most effective when the

statements are not predictable.

Help focus learners on important ideas/events.

Excellent strategy to address common misconceptions.

The Agree/Disagree Chart also called Anticipation Guide

Topic: American Occupation of Japan after WWII

Statement	Me		My Partner	
	Agree	Disagree	Agree	Disagree
1. In 1945 when Japan surrendered, the U.S. took control of the nation & American troops occupied Japan.				
2. The goal of the U.S. was to punish Japan the way Germany had been punished after World War I.				
3. Several Japanese leaders were tried for war crimes. Those found guilty were executed or put in prison.				
4. The farmers and factory workers in Japan were strongly opposed to the U.S. actions in Japan.				
5. 6 years after WWII ended, the U.S. agreed to defend Japan if any other nation attacked them.				

**UNIT 13 - CHAPTER 5****ENRICHMENT READING MASTER****THE AMERICAN OCCUPATION OF JAPAN**

*When World War II ended, Japan was a defeated country. Two of its cities had been destroyed by atomic bombs. Most of Japan's factories, farms, and businesses were in ruins. An American army commanded by General Douglas MacArthur now occupied and ruled Japan. In this reading you will learn how the Japanese rebuilt their nation after the war.*

In September 1945, after Japan had surrendered, the United States took control of that nation. A force of 40,000 American troops occupied Japan. These troops were led by General Douglas MacArthur. MacArthur became Allied military commander in Japan. From his headquarters in Tokyo, he ruled the Japanese people for the next few years.

The United States had two main goals in Japan. It wanted to help the Japanese rebuild their nation. It also wanted to make sure Japan would not regain its military power. Under MacArthur's strong leadership, both these goals were reached. Japan had to give up all the land it had conquered in Asia and the Pacific. The leaders who had carried out Japan's conquests were tried for war crimes. Several of those who were found guilty were executed. Others were put in prison. The Japanese army and navy were disbanded, and Japan was not allowed to have strong armed forces. Japan also pledged it would never again start a war.

In 1947, the United States set up a new constitution for Japan to make the nation more democratic. The emperor no longer had important powers. Instead, he became only a symbol of the nation. The Diet, elected by the people, now was the center of Japan's government. The Diet was the nation's chief lawmaking body. The prime minister, who headed the government, was elected by members of the Diet. Control of the government by army generals was ended. Now new political parties were free to run candidates for election to the Diet. The 1947 constitution also guaranteed

the Japanese people freedom of speech, freedom of religion, and freedom of the press.

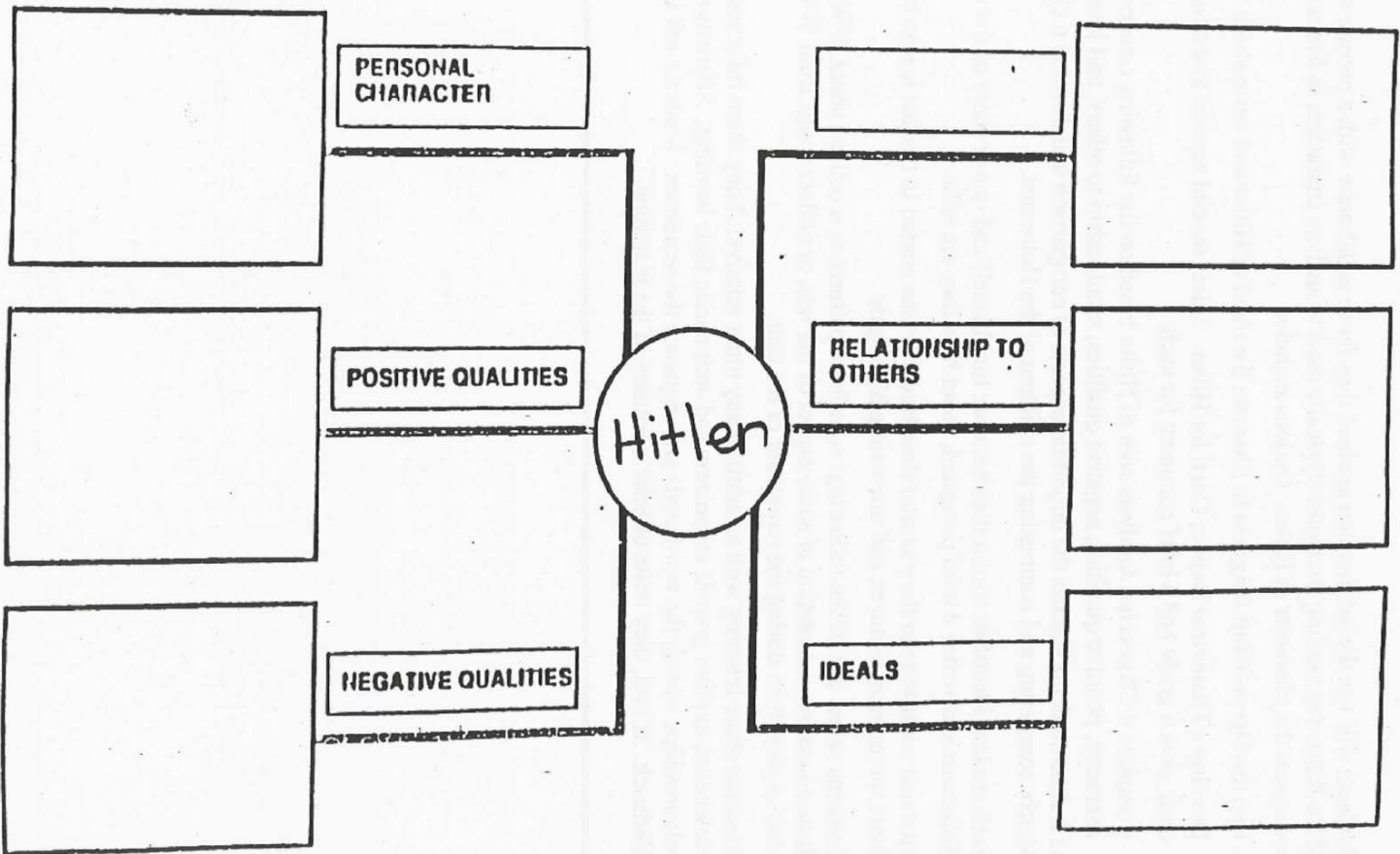
During the occupation, Americans brought about many changes and reforms in Japanese life. The large estates owned by wealthy Japanese landlords were broken up. Much of this land was then given to small farmers. The huge and powerful businesses that controlled many Japanese industries were broken up. Workers were allowed to form labor unions. At the same time, the United States provided aid to help Japan rebuild its factories and farms. The Japanese people seemed to welcome these changes. Within a few years, Japan's economy had recovered from the terrible destruction of World War II.

By 1951, the United States was ready to end its occupation of Japan. In September of that year, the United States signed a peace treaty with Japan. Japan now regained its power as an independent nation. However, since Japan's constitution did not allow it to have strong armed forces, the two nations also signed a military treaty. The United States agreed to defend the Japanese if they were attacked by any nation. As a result, Japan soon became an important ally of the United States. During the 1950s, Japan would again become one of the strongest nations in Asia.

**On the back of this sheet of paper or on another sheet, answer the following questions about the selection you have just read.**

1. How did the United States try to make sure that Japan would not become a military nation again?
2. How did the United States work to make Japan more democratic?
3. Imagine you were a Japanese reporter watching the signing of the peace treaty in September 1951. Describe what you think were the main results of the American occupation of Japan.

# CHARACTER ANALYSIS



## WORD SORT FOR YALTA AGREEMENT

Joseph Stalin	Winston Churchill
Franklin D. Roosevelt	post-war Europe
Yalta Agreement	Soviet Union
United States	Great Britain
trials	criminals
Germany	Japan
United Nations	islands
atomic bomb	four zones
Poland	Communist regime
plans	promise
government-in-exile	free elections

## SAMPLE: MULTILEVEL READINGS FOR WORD SORT

Pre-reading: partners do the word sort together.

During reading: partners each read a passage. One is easier.

NOTE: Some unique information is contained in each reading; therefore partners would need each other to complete the "during reading" portion of the word sort.

Post-reading: Students in teams use the cooperative structure of Numbered-heads-together to answer related questions.

### *Plans for post-war Europe*

#### **The Yalta Agreement**

The plan had four points. First, the Soviet Union agreed to enter the war against Japan. Second, Germany would be divided into four zones, each controlled by one of the Allies. Third, the Soviet Union would hold democratic elections in Eastern European countries under its control. Fourth, a world organization called the United Nations would be created. The Yalta Agreement seemed reasonable at the time. However, after the war ended, parts of the agreement caused political problems between the United States and the Soviet Union.

*Predict which parts would cause the problems between the United States and the Soviet Union after WWII.*

*Yalta.* In his next meeting with Stalin, at Yalta on the Black Sea, FDR may have had doubts. It was now February 1945, and the European war was drawing to a close. The Soviet armies were deep in Central Europe. Many doubted that these troops would draw back to the Soviet Union.

The Big Three reached some tentative decisions about what to do with Germany after the war. The three leaders also agreed that German and Japanese leaders would be tried as criminals for the atrocities they had committed. It was decided to set up the United Nations later in the year. Stalin, in exchange for Japan's Kuril and Sakhalin Islands, again promised to enter the war against Japan two or three months after Germany surrendered. (The atomic bomb had not yet been developed. The United States felt it would need Soviet help for the invasion of Japan.)

While these issues were fairly easily resolved, the question of Poland proved sticky. The Soviet Union supported a Communist regime for that nation. Great Britain and the United States favored the Polish government-in-exile that had been in London since 1939. From Stalin's point of view, the Soviet Union had to have friendly governments on its western borders. It had suffered 25,000,000 casualties during the war, as well as tremendous property damage. It had neither oceans nor mountains to protect it against invasion. Finally, Britain and the United States agreed to support the Polish Communist government provided that it was expanded to include a few representatives from the government-in-exile in London. Stalin then promised that, after the war, there would be "free and unfettered elections" in Poland and other Eastern European countries occupied by Soviet troops. But he never kept the promise.

*Note:*

**President Franklin Roosevelt died suddenly in April of 1945.**

## SENTENCE PROMPTS FOR COMPARING SIMILARITIES

\_\_\_\_\_ and \_\_\_\_\_ are alike in many ways.

Both \_\_\_\_\_ and \_\_\_\_\_.

\_\_\_\_\_, like \_\_\_\_\_,

\_\_\_\_\_ and \_\_\_\_\_ the same \_\_\_\_\_

Both \_\_\_\_\_ share \_\_\_\_\_.

\_\_\_\_\_ as \_\_\_\_\_ as \_\_\_\_\_.  
(is, are) (adjective: tall, old, etc.)

A common characteristic of each is \_\_\_\_\_.

Like \_\_\_\_\_,

\_\_\_\_\_, similar to \_\_\_\_\_,

\_\_\_\_\_, and so \_\_\_\_\_.

Neither \_\_\_\_\_ nor \_\_\_\_\_.

Each \_\_\_\_\_ a similar \_\_\_\_\_.

\_\_\_\_\_, likewise \_\_\_\_\_.

Perhaps the most significant similarity is \_\_\_\_\_.

## SENTENCE PROMPTS FOR CONTRASTING DIFFERENCES

\_\_\_\_\_ and \_\_\_\_\_ are different in many ways.

\_\_\_\_\_, but \_\_\_\_\_.

\_\_\_\_\_; however, \_\_\_\_\_.

\_\_\_\_\_ **er than** \_\_\_\_\_  
(is, are) (adjective: taller, older, etc.)

\_\_\_\_\_ **not as** \_\_\_\_\_ **as** \_\_\_\_\_  
(is, are) (adjective: tall, old, etc.)

\_\_\_\_\_ **more** \_\_\_\_\_ **than** \_\_\_\_\_  
(is, are) (adjective: beautiful, dangerous etc.)

\_\_\_\_\_ **less** \_\_\_\_\_ **than** \_\_\_\_\_  
(is, are) (adjective: helpful, interesting etc.)

**While** \_\_\_\_\_,

\_\_\_\_\_, **yet** \_\_\_\_\_.

\_\_\_\_\_; **conversely**, \_\_\_\_\_.

**In contrast to** \_\_\_\_\_,

\_\_\_\_\_, **in contrast**, \_\_\_\_\_.

**It is not common for** \_\_\_\_\_ **to** \_\_\_\_\_; however, \_\_\_\_\_.

**Unlike** \_\_\_\_\_ **that** \_\_\_\_\_,

**An important difference between** \_\_\_\_\_ **and** \_\_\_\_\_.

## COMPLEX SENTENCES TO EXPRESS SEQUENTIAL ACTION

Before \_\_\_\_\_, \_\_\_\_\_.

After \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ before \_\_\_\_\_.

\_\_\_\_\_ after \_\_\_\_\_.

When \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ when \_\_\_\_\_.

## COMPLEX SENTENCES TO EXPRESS SIMULTANEOUS ACTION

When \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ when \_\_\_\_\_.

As \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ as \_\_\_\_\_.

While \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ while \_\_\_\_\_.



## SENTENCE PROMPTS TO EXPRESS CAUSE AND EFFECT

\_\_\_\_\_, so \_\_\_\_\_.

\_\_\_\_\_ because \_\_\_\_\_.

**Because** \_\_\_\_\_,

**Since** \_\_\_\_\_,

\_\_\_\_\_ since \_\_\_\_\_.

\_\_\_\_\_ ; consequently, \_\_\_\_\_.

\_\_\_\_\_ ; therefore, \_\_\_\_\_.

\_\_\_\_\_ causing \_\_\_\_\_.

\_\_\_\_\_ which causes (caused) \_\_\_\_\_.

\_\_\_\_\_ resulting in \_\_\_\_\_.

\_\_\_\_\_ which results (resulted) in \_\_\_\_\_.

\_\_\_\_\_ affects (affected) \_\_\_\_\_.

**Now that** \_\_\_\_\_,

## COMPLEX SENTENCES TO EXPRESS CONDITIONS

If \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ if \_\_\_\_\_.

Unless \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ unless \_\_\_\_\_.

Only if \_\_\_\_\_.

\_\_\_\_\_ only if \_\_\_\_\_.

If the particular condition doesn't matter, the result will be the same, use the following:

Even if \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ whether or not \_\_\_\_\_.

Use the following when something probably won't happen in the future, but it might.

In case \_\_\_\_\_.

\_\_\_\_\_ in case \_\_\_\_\_.

In the event that \_\_\_\_\_.

\_\_\_\_\_ in the event that \_\_\_\_\_.